



SIP News

Volume I, Issue I

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Important features:

- Parents are the most important ingredient in developing a successful SIP Small Grant Proposal. See inside for more details
- Teachers share ideas in the Teacher Forum. Look on the back page for a lesson you might want to use. Send your own ideas to SIP News!

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Namibia's School Improvement Program (SIP) is Going Strong

Welcome to the first edition of the School Improvement Program (SIP) News. Our newsletter is a forum for the exchange of ideas among parents, teachers, principals, learners, education officials, and the general public on the ideas and activities that are underway in the SIP schools in the four northern education Regions of Namibia.

The main goal of Namibia's SIP is to develop schools with norms of continuous improvement by **building capacity from within**, which is also the theme of the program. The major ele-

ments of the program:

Circuit Inspectors, Lower Primary Advisory Teachers, and SIP Resource Teachers are the officers who provide guidance and support to the schools in the program.

In each of the target regions, the SIP Circuit Support Team (CST) members work with the parents, teachers, and principals on developing and then implementing their School Development Plans. The plans guide the SIP school teams in their efforts to establish their own needs related to teaching

and learning. Parent participation in working on the SDP as well as in improvement activities are the backbone of the



The learners are at the center of the School Improvement Program

School Improvement Program. Our first newsletter gives some basic information about the program. SIP was initiated in the four regions in 2000 with the assistance of USAID Namibia through the Academy for Educational Development's BES II Project.

- ⇒ *Improvement in use of Learner Centered Education (LCE) and Continuous Assessment (CA) in classrooms*
- ⇒ *Increased parent participation in schools*
- ⇒ *Improvement in school management*

Our MBESC officials

salute SIP



Honourable Minister Mutorwa:
"The School Improvement Program is an important feature in the Ministry's efforts to involve parents in decisions and support for better teaching and learning. I salute the

regional officers, the parents, the teachers and principals and especially the learners who are participating in SIP. Good luck with the SIP News!"



PS Katoma: "I offer my congratulations to the many educators in the

four BES II target regions who are working hard in the SIP schools. I'm confident that this method of smart partnership gives room for important policies LCE and CA are being used effectively in SIP schools. Keep up the good work and Bravo SIP

Parents tell their stories!

SIP News asks parents to tell us about their work in our schools.

Below are stories from all of our target regions in the languages of the parents and community members. The first story in Oshivambo is from members of the Ohainga Cluster. Next is the story of a parent from Rundu, and then a parent from Katima Mulilo Region shares his experiences.

Momudo 2001 pOhaingu opa totwa Endiki li na sha nexwepopaleko lehongo, nelihongo lounona novahongi. Elalakano la kula moku totapo oprojeka ei olo okuhwepopaleka ong-halo yehongo okupitila mekwafelo lovadali novakwashiwana nosho yo okuhwepopaleka eshiivo lokulonga movahongi vetu. Ka sha li shipu keefikola edi nhatu, Ohaingu, Oipya na St Batholmeus, okuya fiyo opon-dondo ei tu li paife nediki letu. Manga SIP ina yi uya po, ovadali ka kwa li hava dulu okuya kofikola opo va kundafane novalongi oinima yi na sha nehongo nosho yo omaudjuu pofikola.

Oshinima sha fimana unene eshi sha etwa koprojeka ei yehwepopaleko leefikola (SIP), osho elongelokumwe la kola pokati kovadali novalongi. Paife ovadali ohava dulu okuuya kofikola opo va longe pamwe novalongi novalongwa. Otwa shiiva yo nghee tu na okulongekida oshilongwa shefiku pamwe novalongi nonghee tu na oku

shi yandja kovalongwa. Otuna eshiivo/ohatu dulu okutota ile okweeta po oikwafifohongo kufye vene. Otwe li honga yoo nghee tu na okuyandja oitwa kounona ngeenge va pewa oshinakuwanifwa ile oshinyangadalwa.



Parents are great storytellers!

nee moprojeka yetu yehwepopaleko lofikola (mo SIP), fye ovadali ohatu kwafele ovalongwa novalongi vetu opo va mone ounongo/owino u hapu, unene tuu ngeenge ta shi ya koinima yi nasha noilongwa ngaashi Art and Craft, nosho yo oku etapo oikwafifohongo ya yooloka ta i dilile moinima ei ya longifwa nale oyo yi li momudingonoko wetu, ngaashi eendoha, omakende, eembapila nosho tuu.

Oprojeka yehwepopaleko leefikola (SIP) na yi kale alushe yi na omwenyo!

Morwa sinke yakarera mulyo asi vavhali novarongi varuganene

kumwe?

- Muvhali yige murongi go-kuhova membo.
- Muvhali nomurongi vahepa kuruganena kumwe mokuwapukurura yitundwamo yovarongwa
- Vavhali vahepa kukara poyigongi yipo vawapukurure eliloromo moyirugana yekulikosure.

Sina ha muli mushemi ya inzi mwa katengo ka SDP, mu itutilefi ku amana ni SDP fa sikolo sa mina?

“Ni itutile kamo luna bashemi lu kona ku zwiseza pili sikolo sa luna. Se ni na ni zibo yaku eza mutomo wa sikolo. Ku ziba fo sifokolela sikolo sa luna. Ni ziba ku taluhanya sikolo se sinde ni se si maswe. Mi sikolo se sinde ki se si kopanya banana, maticele ni bashemi kuli ba sebeze hamoho.”

Parents are the key to the success of the School Improvement Program. We sincerely thank them for their important contributions.

If you have a parent story to tell please send it to SIP NEWS for the next issue. We look forward to hearing from you and your parents and community members.

Important Officials Attend Ondangwa East and Ondandwa West Small Grants Launch

In January this year the first SIP Small Grants were awarded to 12 schools in Ondangwa East and Ondangwa West. The ceremony was attended by the governors of Oshana, Oshikoto, the mayors of Oshakati, Ongwediva, and Ondangwa, the King



of Ondonga, the Honorable Minister, Mr. John Mutorwa and the American Ambassador, His Excellency Mr. Kevin McGuire. USAID funds the small grants which are administered by the Rossing

Foundation. Mr. David Benedetti, the AED BES II Chief of Party also attended to extend his congratulations to the first award recipients. Since January, awards have been granted in both Rundu and Katima Mulilo Education Regions to SIP and non SIP schools who are working on improvement projects for their learners.

School Self Assessment — What is it?

Self assessment? How can that be a way to monitor and evaluate a project? Well, all over the world, educators and program evaluators are learning that a well designed, well implemented, and thoroughly analyzed self assessment system can provide a great deal of useful information about the quality and impact of improvement interventions in school programs.

Here in Namibia, the four target regions have been piloting an innovative and challenging approach to monitoring and evaluation. Namibia is becoming part of an important international movement in education program impact measurement. Self assessment is

being tried in European and North American schools and in a few education systems in Africa. It is seen as an important tool to bring the teachers, parents, principals and even learners



Ms. Shikongo on self assessment

into the process of measuring their own performance and using those ideas to develop improvement strategies. During the third school term Circuit Support Teams have been reporting back to SIP schools

on the results of their 2002 self assessment. Parents and community members are participating in the dialogue on how to measure and report their progress in school improvement. In a recent study on school self assessment, the researcher pointed out that:

*“More importantly, this information provides a basis for developing action plans for school improvement. The approach represents a radical departure from more traditional use of performance data.”**

Namibia SIP is a leader in the effort!

*W. Smith, L. Moos, J. MacBeath, School Self-Assessment: Quality in the Eye of the Stakeholder,

International Exchange of Good Ideas — Namibians and Ghanaians Share Knowledge

In June-July this year 14 Namibian CST members traveled to Ghana to meet with their counterparts at all levels of the education sector from the Minister to teachers, parents and learners. One circuit inspector, Mr.

“In Ghana we visited classrooms without chairs for the learners but where we saw examples of excellent teaching.”
SIP Resource Teacher

Eddie Bezuidenhout from Oshakati, was pleased and surprised to meet with his colleagues who traveled to the schools in their circuits on motorbikes.

The SIP Resource Teachers learned some new training techniques by watching their counterparts provide demonstration lessons in the classrooms of teachers

they were helping. Since the study tour, CST members have started giving demonstration lessons in our SIP classrooms.

Our hosts in Ghana expressed interest in our School Self Assessment System. We hope to continue to exchange information with them on that and other topics of mutual interest. Traveling to new places and making new

SIP Teacher Principal Conferences

For the third year in a row, SIP teachers and principals came together during school holiday time to participate in sessions on how to involve parents in writing school development plans, how to use continuous assessment effectively in their classrooms, and how to improve their use of learner centered teaching strategies in

their classrooms. This year, over 500 teachers from all four regions met for three or four days together to share ideas, learn new improvement strategies, and make new friends. One teacher told SIP News: “I really learned a lot at the conference this year that I can share with my colleagues at my school. The conferences are a



Advisory teachers serve as session facilitators at the conferences.

great way to help me do a better job in my classroom. Thanks to SIP!”

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The SIP Program grows larger each year

The chart below shows the growth of the School Improvement Program over the past three years. From a very small beginning, more and more schools are working on developing their own plans and activities for improving learning in the lower primary classrooms. For next year, the BES II Target Regions of Katima Mulilo, Rundu, Ondangwa East and Ondangwa West together plan to add approximately 80 new schools to the program for a total of about 240 School Improvement Program schools. Learners benefit!

	2000	2001	2002	2003
Ondangwa East	1 circuit	2 circuits	4 circuits	4-5 circuits
Ondangwa West	2 circuits	2 circuits	4 circuits	4 circuits
Rundu	2 circuits	2 circuits	8 circuits	8 circuits
Katima Mulilo	4 circuits	4 circuits	5 circuits	5 circuits

Congratulations to Mrs. Dutte Shinyemba as the newly appointed Regional Education Director for the Ondangwa West Education Region. The SIP family offers our best wishes and support for your successful transition from East to West!



School Improvement Program
Building Capacity from Within



The Teacher Forum: Send your ideas here!

In my fourth grade class, I wanted to combine some of the basic competencies from the English and Social Studies syllabuses. Here's how it worked:

First, each learner talked with an elderly family member or neighbor and asked them to tell a story about long ago. The learners wrote the story down as it was told to them in mother tongue. The next day, in small groups, the learners read their stories to each other in mother tongue. Then they helped each other to re-write their stories in English. I spent some time with each group to help them with difficult phrases or words.

After all the stories were written in English, the learners divided themselves into groups that had stories with similar themes, such as those that were about trees,

animals, people, and those about planting and harvesting. Some stories didn't fit into any category, so they became a separate group. These groups edited their stories to make sure they correctly used nouns, pronouns, adjectives, and verbs, the basic competency we



were trying to achieve in the lesson.

To meet the social studies basic competencies, the learners were asked to find ideas in the stories that demonstrated the ways in which people in our area use local materials such as palm fronds for

different purposes. They also identified the traditional crafts that were part of the stories. Finally, they listed all the local food sources that they learned from the stories. Some of the learners drew pictures to illustrate their stories and some created songs and dances to go with their stories. A few made a local craft such as a basket if that was part of their story.

My assessment criteria was as follows: 5 for a well-written story with correct usage of nouns, adjectives, and pronouns that included a craft or song or drawing, 4 for a good story with a few grammar mistakes and a drawing or song, 3 for a story with several grammar mistakes and a drawing or song, 2 for an incomplete story with no illustration, and 1 for an incomplete story with many grammar mistakes.